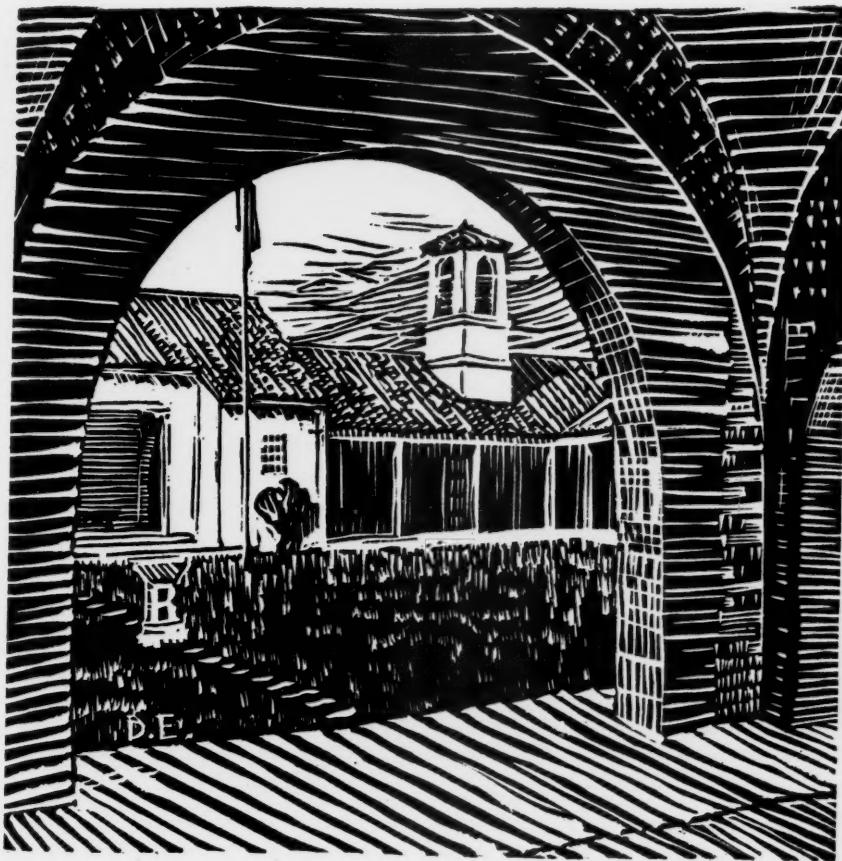


CALIFORNIA SCHOOLS

Volume VI

April, 1935

Number 4



Official Publication Issued Monthly by the
California State Department of Education

Entered as second-class matter May 8, 1930, at the Post Office at Sacramento, California,
under the Act of August 24, 1912

CONTENTS

Education and Crime Prevention	117
Departmental Communications	120
Interpretations of School Law	122
For your Information	124
Professional Literature	133
Directory of the California State Department of Education	136

COVER DESIGN

The cover design shows the patio and open air assembly of the Ramona School in San Bernardino. The building is low and rambling, enclosing several patios with cloistered halls. It is well adapted in feeling to the Mexican children who attend school there.

Education and Crime Prevention

VIERLING KERSEY, *Superintendent of Public Instruction*

No education, insufficient education, wrong education, the lack of deterring educational influences have direct relationship to the existence, the elimination, and the absence of crime. The national conference and a western states conference on crime prevention, when studied in review, strikingly verify these convictions. The term *education* as here used is an all inclusive term and does not imply that school educational influences are more than a fraction of the total educational influences which bear upon crime and crime prevention. Attitudes, addresses, and papers presented at these conferences reveal significant aspects of the problem of crime prevention to be considered by the schools.

1. There is a preponderance of youth involved in the American crime problem. With that problem youth, education is acknowledged to be the greatest crime deterrent.
2. Immediately following conviction of and commitment for crime there is an important period of mental readjustment. This period is especially indicative of a readiness for social rehabilitation through proper education. A program of reconstruction of morale, vocational ability, and civic fitness, must engage every prisoner. The security of society is only thus guaranteed as these individuals look forward to returning to society.
3. The best citizenship exemplified upon the part of any social units in our present day society seems to be demonstrated in the school life of our young people. How we can clinch this conduct so that it will carry over is a most pertinent question. In its carryover is truly to be found one of the important aspects of the influence which education bears upon crime prevention.
4. The sheer personality force of the teacher, what he or she is in the eyes of the student is the most powerful educating influence in stimulating youth to swerve from misconduct and crime.
5. Socially and individually preventable life situations growing out of unnecessary economic conditions and notoriously crooked politics are responsible for the breakdown of the morale of more than 90 per cent of the youth who lose their hold upon themselves while in school or immediately following their leavetaking from the school and enter the field of crime.

6. Lessons in, discussions of, and examples demonstrating rigorous adherence to the laws and customs of right conduct seem to receive all too infrequent mention as well as slight recognition and reward. The rule of conduct of youth too frequently comes to be "what you can get by with" or to this very same youth, right is "whatever you do not get caught doing."
7. Perils from within rather than serious attack from without threaten national life, social responsibility, and individual integrity. A strong individualism in matters of moral conduct is the best starting point in the prevention of crime.
8. Punishment and fear of it are but slight influences as compared with proper education and the right teachers, in the reduction, elimination, and prevention of crime in the life of youth.

It would seem to us that public education can well reaffirm its already accepted determination to build for stronger character, to reserve as first order of responsibility the development of ethical conduct and right living. As we sense the yearnings of our people for deeper spiritual values, more adequate social, economic, and intellectual security, we recognize a challenge to teaching, not unusually new, but significantly more than ever important. We may well look to the "signs of the times" and plan our teaching influence for youth accordingly. May I point to some of these signs?

1. The era of spiritual and religious revival that seems now to be upon us as we have been frustrated in our attempts to attain our life goals by the route of materialism, money profits, and "bigger and betterism," would indicate to the humble teacher as he faces his responsibility that real teaching, fundamentally clinging in its objectives to the simple, homely virtues of right living, is the core of the curriculum for every grade, in every subject, in every school, for every child regardless of individual differences.
2. It will really take well planned teaching to prepare our youth for the era which we hope is ahead. During this era of the dawn of conscience, conscience will return, we are sure, to be our guiding and directing influence in life. Inner control, and not outward repression, will be our guide.
3. It would seem that there is coming into the hearts and minds of the American people a will to prevent crime. When America wills to accomplish an end, there is nothing that can stop her in the attainment of her goal. Teachers will be called upon to help, for we must be taught how to attain that which we will, we shall attain.

4. Up to and including the present, approximately 88 per cent of the time of the officers of the law who have had relationship with crime has been spent in the apprehension, conviction, and punishment of criminals. This service to society must continue. There is, however, now definite indication that more time on the part of these agents of society must be spent in crime prevention, and correspondingly less time should be expended in apprehension, conviction, and punishment. Education and educators must join officers of the law in efforts, devices, and methods of preventing crime.

What practical suggestions have we to offer concerning education and crime prevention?

1. Let us enrich each day's teaching by being certain that life preparation values for life situations today are discernible, are emphasized, and are assuring outcomes for the advantage of all children.
2. Let us be certain that every child is closely bound to the personality, individuality, and character influence of some teacher. There is no substitute for the influence of the idols of youth.
3. The wholesome, cheerful, stimulating atmosphere of the school must go with the child and radiate as an influence in his life outside the schoolroom, away from the school grounds, and beyond the present reach of the school.
4. Unlimited kindness, enduring sympathy, discerning understanding must be reemphasized in the pedagogical creed for this moment. Administrative devices, systems of checks and balances, and the most complete case history leave undone for the child that which the outpouring from the heart of the real teacher only can perform for youth.
5. Home and religious influences are our greatest allies as the child lives his life outside the sphere of the school and the school teacher.

No one takes more personally than does the former teacher of a child who makes a mistake the feeling of a sense of responsibility for that child's mistake. Teachers in California are certain to see the fruits of their efforts to prevent crime. It is my personal prediction that as education and the teacher are given their place in the lives of all youth so will we have taken our greatest step in advance toward the prevention of crime.

DEPARTMENTAL COMMUNICATIONS

Office of the Superintendent of Public Instruction

VIERLING KERSEY, Superintendent

CONFERENCE OF CALIFORNIA SECONDARY SCHOOL PRINCIPALS

In accordance with the majority opinion expressed in reply to the questionnaire recently directed to secondary principals, the annual conference of California secondary school principals will be held at the Fairmont Hotel, San Francisco, April 15-17, 1935.

The tentative program for the conference follows:

Theme: ADVANCING FRONTIERS IN SECONDARY SCHOOLS

MONDAY

Morning. General Session

- Topics: I. California and Educational Advances
II. Advancing Frontiers in California Secondary Schools

Luncheons: California Society of Secondary Education

Phi Delta Kappa
Pi Lambda Theta

Afternoon. Group Conferences

Theme: CURRICULUM ADVANCES

Discussion Topics:

- I. Experience and Progress in Vitalizing Curricula
II. Problems Involved in Curricula Revision Programs

Evening: Combined College Dinner

TUESDAY

Theme: CURRICULUM ADVANCES (Continued)

Morning. Group Conferences

- Topics: I. Regional Committee Activities and Services (Develop recommendations for state curriculum reorganization program)
II. Evaluating Pupil Progress in Terms of Objectives (Field experience)

Luncheon: California Congress of Parents and Teachers

Afternoon. General Session

(Program arranged and presented by the Association of California Secondary School Principals at the request of the State Department of Education)

Evening: Dinner. Association of California Secondary School Principals

WEDNESDAY

Theme: CURRENT ADMINISTRATIVE PROBLEMS

Morning. Group Conferences

Problems considered will vary with the special interests of the different groups. In general they will deal with:

1. Administration of the Instructional Program
2. Administration of Guidance Activities
3. Community Relations
4. Articulation Programs with Contributing Schools

5. Graduation Requirements
6. Insurance and Transportation
7. Use of Federal Funds

Luncheon: Western Association of Colleges and Secondary Schools

Afternoon. Program arranged and presented by the Western Association of Colleges and Secondary Schools at the request of the State Department of Education

The plan for the conference is designed to be definitely practical. In the group conferences for Monday and Tuesday, the program calls for twenty-minute presentations by members of the Conference who have made progress recently in their local curriculum programs. Each presentation will be followed by forty minutes of discussion by members of the group in which the experiences of the principals will be outlined. On Wednesday the program of the group conferences on administrative problems will include a wider range of subjects with less time allowed for each topic.

Division of Textbooks and Publications

IVAN R. WATERMAN, Chief

NEW PUBLICATIONS

Objectives and Suggested Procedures for Parent Education in California, Department of Education Bulletin No. 13, July 1, 1934.

Continuation Education in California, Department of Education Bulletin No. 17, September 1, 1934.

List of High School Textbooks, Department of Education Bulletin No. 23, December 1, 1934.

Division of Physical and Health Education

W. H. ORION, Chief

ANNUAL CONFERENCE OF HEALTH, PHYSICAL EDUCATION, AND RECREATION WORKERS

The annual state meeting of the California Association of Health, Physical Education, and Recreation, and the Southwest District of the American Physical Education Association, will be held in San Francisco, April 13, 1935. General headquarters are to be at the Fairmont Hotel.

Registration for the conference will begin at 9:00 a.m., and the first of the general sessions at 10:00 a.m. in the Red Room of the hotel.

The following special groups will conduct separate luncheon programs: (a) university and college men and women, (b) state college men and women, (c) junior and senior high school women, (d) physical education men's luncheon, and (e) recreation men and women.

Following the general session of the afternoon, there will be practicums in teaching techniques of badminton, swimming, and social dancing.

The convention will close with a dinner meeting at which Dr. Edwin A. Lee, Superintendent of Schools, San Francisco, will be the principal speaker.

INTERPRETATIONS OF SCHOOL LAW

Supreme Court Decisions

Liability of School District for Injury to Pupils

Where a high school pupil enrolled in a class in chemistry was injured by an explosion in performing an experiment with the consent of the instructor and it appeared from the evidence that the pupil was not using the proper chemicals and was improperly mixing the chemicals and that the instructor of the class was present in the laboratory and saw or could have seen that the pupil was neither using the chemicals specified for the experiment nor was properly mixing the chemicals and failed to warn the pupil of the danger of improperly mixing the chemicals or of the danger of using chemicals in the experiment other than those specified, a judgment of nonsuit was improperly given in an action brought by the pupil against the district and the trustees thereof for damages for personal injuries.

It may well be doubted whether it is proper in an introductory high school course in chemistry to require pupils to make and ignite explosives. No sympathy is to be had with the defense that the book called for certain ingredients and that the idea of putting in other ingredients was out of the plaintiff's mind. (*Mastrangelo, Minor v. West Side Union High School District, et al.*; *Mastrangelo et al. v. West Side Union High School District*, 89 C. D. 276, heard after decision by Appellate Court.) (See page 128, April, 1934, *California Schools*)

Appellate Court Decisions

Tenure of Teachers

Where a teacher had served continuously in a school district as a regular full-time day school teacher and as an evening high school teacher for seven consecutive years ending with the school year 1932-1933, and had thus acquired the status of a permanent employee of the district, and was informed by the governing board of the district at the close of that school year that his services would not be required for the next school year, the teacher was not lawfully dismissed from the service of the district, notwithstanding the fact that he had on May 16, 1932, signed a resignation effective June 10, 1933, which was accepted on May 23, 1932; such resignation being void and ineffective for the reason that under School Code section 5.640 the board had no power to accept the resignation effective as of June 10, 1933, and for the

reason that the evidence showed the practice of the board in requiring and accepting such resignation was a mere subterfuge in an obvious attempt to evade the tenure law.

The teacher was entitled to reinstatement as an employee of the school district, but was not entitled to reinstatement in the position which he held prior to the attempted dismissal, nor was he entitled to reinstatement as a teacher in the evening high school, since permanent status can not apply or relate to anything in excess of the regular and ordinary full-time employment of a teacher. The teacher was, however, entitled to reinstatement in any class which he was qualified to teach, and of a rank and grade similar to the work done by him during his probationary period, since while a board can not evade the intent of the tenure law by requiring a teacher to teach a class of work for which he is not qualified, in order to compel his resignation, it has the power to reasonably change assignments of a permanent employee, so long as the work is of a rank and grade equivalent to that by which the permanent status was acquired and so long as the assignment is one for which the teacher is qualified.

The teacher was also entitled to the same salary for the school year 1933-1934 as was paid him during the school year 1932-1933, in the absence of any evidence of any change in salary. (*Mitchell v. Board of Trustees of Visalia Union High School District et al.*, 80 C.A.D. 952, --- Pac. (2d) ---.)

Attorney General's Opinions

Fees for Examination of School Buildings by Division of Architecture

Under section 8 of Chapter 59, Statutes 1933 (Field Bill) the Division of Architecture of the Department of Public Works is authorized, in charging to a school district the actual expenses incurred by the Division in examining the buildings of the school district under said act, to charge for salaries, vacations, sick leave, retirement, and traveling expenses of employees of the Division working on the examination thereof, and to charge for overhead, including materials and supplies, service and expense, property and equipment. (A.G.O. 9820, March 2, 1935)

Right of Member of County Board of Supervisors to Sell Insurance to School Districts

It is not unlawful under Political Code section 920 or School Code section 2.810 for a member of a county board of supervisors to sell, as the agent of an insurance company, insurance to the school districts in the county. (A.G.O. 9827, February 28, 1935)

FOR YOUR INFORMATION

SPRING SEMESTER CALENDAR IN LARGER SCHOOL DISTRICTS, 1934-1935 ¹

The following schedule of opening dates, spring vacation dates, and closing dates for the spring semester of 1934-1935 in the larger school districts of the state has been tabulated from school calendars furnished the Department of Education by city and district superintendents of schools. All districts are included in which a superintendent of schools is employed unless the district or city superintendent failed to furnish information which could be employed in this schedule.

It will be observed from scrutiny of the schedule of dates that the majority of the districts listed have scheduled a calendar for the spring semester beginning January 28 with a spring vacation during the period April 15 to 19, inclusive, and with a closing date fixed as of June 14, 1935. However, there is a wide variation, the beginning dates for the second semester ranging all the way from January 7 to February 11 while the closing dates range from May 24 to June 28. The spring vacation is almost universally scheduled during the week preceding Easter. In almost all districts the full week is allowed but in a fairly considerable number of districts only one, two, or three days of vacation have been scheduled.

City or district	County	Spring Semester Calendar		Closing date
		Opening date	Spring vacation	
Alameda	Alameda	January 28	April 15-19	June 21
Albany	Alameda	January 28	April 15-19	June 14
Alhambra	Los Angeles	February 11	April 15-19	June 21
Anaheim Elementary	Orange		April 15-19	June 14
Anaheim High	Orange	January 28	April 15-19	June 19
Antioch	Contra Costa	February 4	April 15-19	June 14
Arcadia Elementary	Los Angeles	January 28	April 15-19	June 14
Artesia Elementary	Los Angeles	February 4	April 15-19	June 14
Atascadero Margarita Black High	San Luis Obispo	January 28	April 8-12	June 7
Azusa Elementary	Los Angeles	January 28	April 15-19	June 14
Azusa (Citrus High School and Junior College)	Los Angeles	January 28	April 15-19	June 14
Bakersfield	Kern	January 28	April 19	June 14
Bakersfield (Beardsley Elementary)	Kern	January 28	April 18, 19	June 7
Baldwin Park Elementary	Los Angeles	January 28	April 15-19	June 14
Beaumont	Riverside	January 28	April 15-19	May 31
Bellflower Elementary	Los Angeles	February 4	April 15-19	June 7
Berkeley	Alameda	January 28	April 15-19	June 14
Beverly Hills Elementary	Los Angeles	February 4	April 18, 19	June 21
Brawley Elementary	Imperial	January 28		May 31
Brea Elementary	Orange	January 28	April 15-19	June 7
Buena Park Elementary	Orange	January 28	April 15-19	June 7
Burbank	Los Angeles	February 4	April 15-19	June 21
Burlingame Elementary	San Mateo	January 7	April 15-19	May 31
Calexico	Imperial	January 28	April 19	May 31
Calipatria Elementary	Imperial			May 31
Campbell Elementary	Santa Clara	February 4	April 15-19	June 14
Carlsbad Elementary	San Diego	January 21	April 15-19	May 31
Caruthers	Fresno	February 4	April 19, 22	June 7

¹ Data compiled by the Division of Research and Statistics, State Department of Education.

City or district	County	Spring Semester Calendar		
		Opening date	Spring vacation	Closing date
Centerville (Washington High)	Alameda	January 28	April 15-19	June 7
Chico	Butte	January 28	April 18, 19	June 7
Chino High	San Bernardino	January 28	April 15-19	June 6
Claremont	Los Angeles		April 8-12	June 14
Clarksburg	Yolo	January 28	April 15-19	June 7
Clearwater Elementary	Los Angeles	February 4	Mar. 23-April 1	June 21
Clovis	Fresno	January 21	April 15-19	May 29
Compton Elementary	Los Angeles		April 15-19	June 15
Compton High	Los Angeles	February 4	April 15-19	June 14
Concord Elementary	Contra Costa	February 4	April 15-19	June 14
Corcoran Elementary	Kings	January 28	April 15-19	June 7
Corning Elementary	Tehama		March 25-29	May 24
Corning High	Tehama		April 15-19	June 7
Corona	Riverside	January 28	April 15-19	June 6
Coronado	San Diego	January 28	April 15-19	June 7
Costa Mesa Elementary	Orange	January 28	April 15-19	June 7
Covina	Los Angeles	January 28	April 15-19	June 14
Crockett (Sweet High)	Contra Costa	February 4	April 15-19	June 14
Culver City Elementary	Los Angeles	February 4	April 15-19	June 14
Daly City (Jefferson Elementary)	San Mateo			May 31
Davis	Yolo	January 14	April 15-19	May 24
Dinuba Elementary	Tulare			May 31
Downey High	Los Angeles	January 28	April 15-19	June 14
Dunsmuir Elementary	Siskiyou		April 19	May 29
El Centro Elementary	Imperial	January 28	April 19	May 31
El Centro (Central High and Junior College)	Imperial	January 28	April 19	May 31
Elk Grove Elementary	Sacramento		April 15-19	June 14
El Modena Elementary	Orange			June 7
El Monte	Los Angeles	January 28	April 15-19	June 14
El Segundo High	Los Angeles	January 28	April 15-19	June 7
Emeryville	Alameda	January 28	April 15-19	June 21
Escondido High	San Diego	January 28	April 15-19	June 6
Eureka	Humboldt	January 21	April 15-19	June 14
Fairfax Elementary	Marin	February 11	April 15-19	June 14
Fairfield Elementary	Solano	January 21	April 15-19	June 7
Fair Oaks (San Juan High)	Sacramento	January 28	April 15-19	May 31
Fillmore Elementary	Ventura	January 28	April 15-19	June 7
Fresno	Fresno	February 4	Mar. 29, April 19	June 14
Fullerton Elementary	Orange		April 18, 19	June 7
Gilroy	Santa Clara	February 4	April 15-19	June 14
Glendale	Los Angeles	January 28		June 14
Glendora Elementary	Los Angeles	January 28	April 15-19	June 14
Gonzales High	Monterey	January 21	April 15-19	May 31
Gridley Elementary	Butte	January 28	April 19	June 7
Guadalupe Elementary	Santa Barbara	January 21	April 15-19	June 14
Hawthorne Elementary	Los Angeles	February 4	March 25-29	June 7
Hayward Elementary	Alameda	January 28	April 15-19	June 21
Hayward (Castro Valley Elementary)	Alameda	January 28	April 15-19	June 21
Hemet High	Riverside	January 21	April 1-5	June 3
Hermosa Beach Elementary	Los Angeles	January 28	April 15-19	June 7
Hillsborough Elementary	San Mateo	January 7	April 15-19	May 31
Hilmar High	Merced	February 4	April 15-19	June 7
Hollister Elementary	San Benito		April 22-26	June 14
Hollister (San Benito Junior College)	San Benito			June 14
Holtville Elementary	Imperial	January 28	April 19	May 31
Huntington Beach Elementary	Orange	January 28	April 15-19	June 7
Huntington Beach (Ocean View Elementary)	Orange		April 15-19	June 7
Inglewood Elementary	Los Angeles	January 28	April 15-19	June 14
Inglewood High	Los Angeles	February 4		June 14
Isleton Elementary	Sacramento	January 21	April 15-19	June 7
Kentfield Elementary	Marin	February 11	April 15-19	June 14
King City High	Monterey	January 28	April 15-19	June 7
La Canada Elementary	Los Angeles	February 11	April 15-19	June 21
La Habra Elementary	Orange	January 28	April 15-19	June 6
La Mesa-Spring Valley Elementary	San Diego	January 28	April 15-19	June 7
Lancaster (Antelope Valley High School and Junior College)	Los Angeles	January 14	April 15-19	May 24
La Verne Elementary	Los Angeles	January 28	April 15-19	June 5
Lennox (Jefferson Elementary)	Los Angeles	February 4	April 15-19	June 21
Lindsay	Tulare	January 28	April 18, 19	May 29
Lodi Elementary	San Joaquin	February 4	April 15-19	June 14
Lompoc Elementary	Santa Barbara		April 15-19	June 7
Long Beach	Los Angeles	February 4	April 15-19	June 21
Los Angeles	Los Angeles	February 4	April 15-19	June 21
Los Gatos Elementary	Santa Clara	February 4	April 15-19	June 13
Los Gatos High	Santa Clara	February 4	April 15-19	June 14
Los Nietos Elementary	Los Angeles	January 28	April 15-19	June 14
Linwood Elementary	Los Angeles	February 4	April 15-19	June 14
Madera	Madera	February 4	April 15-19	June 5
Manhattan Beach Elementary	Los Angeles	February 11	April 15-19	June 7

City or district	County	Opening date	Spring Semester Calendar Closing date	Spring vacation	Closing date
Maricopa	Kern	January 28	April 15-19	May 31	
Martinez	Contra Costa	January 28	April 15-19	June 21	
McFarland Elementary	Kern	January 28	April 19	June 6	
Merced Elementary	Merced	January 28	April 17, 18, 19	June 6	
Merced High	Merced	February 4	April 19	June 7	
Millbrae Elementary	San Mateo	January 28	April 15-19	May 31	
Mill Valley Elementary	Marin	February 11	April 15-19	June 14	
Modesto	Stanislaus	January 28	April 15-19	June 14	
Monrovia	Los Angeles	January 28	April 15-19	June 13	
Montebello	Los Angeles	January 21	April 15-19	June 7	
Monterey High	Monterey	January 28	April 15-19	June 14	
Mount Shasta Elementary	Siskiyou	January 21	April 15-19	May 24	
National City (Sweetwater High)	San Diego	January 28	April 15-19	June 14	
Needles	San Bernardino	January 28	March 28-31	May 31	
Nevada City	Nevada	January 21	April 15-19	June 7	
Norwalk Elementary	Los Angeles	February 4	April 15-19	June 7	
Norwalk (Carmenita Elementary)	Los Angeles	February 4	April 15-19	June 7	
Norwalk (Excelsior High)	Los Angeles	February 4	April 15-19	June 7	
North Sacramento (Grant High)	Sacramento	January 28	April 19	June 7	
Oakland	Alameda	January 28	April 15-19	June 21	
Oceanside-Carlsbad High	San Diego	January 28	April 15-19	June 7	
Oildale (Standard Elementary)	Kern	January 28	April 15-19	June 7	
Ontario Elementary	San Bernardino	January 28	April 15-19	June 7	
Ontario (Chaffey High and Junior College)	San Bernardino	January 28	April 15-19	June 5	
Orange Elementary	Orange	January 28	April 15-19	June 7	
Orland Elementary	Glenn	January 28	April 15-19	June 7	
Oroville Elementary	Butte	January 28	Mar. 22-April 1	June 8	
Pacific Grove Elementary	Monterey	January 21	April 15-19	June 7	
Palo Alto	Santa Clara	February 4	March 25-29	June 14	
Pasadena	Los Angeles	February 11	April 15-19	June 21	
Patterson Elementary	Stanislaus	January 28	April 15-19	May 31	
Petaluma	Sonoma	January 28	April 15-19	June 7	
Piedmont	Alameda	January 28	April 15-19	June 14	
Pittsburg	Contra Costa	January 7	April 15-19	June 7	
Placentia (Valencia High and Placentia Elementary)	Orange	February 11	April 15-19	June 14	
Pomona	Los Angeles	February 11	April 15-19	June 7	
Porterville Elementary	Tulare	January 28	April 15-19	June 5	
Red Bluff Elementary	Tehama	January 28	March 25-29	June 7	
Red Bluff High	Tehama	January 28	April 15-19	June 13	
Redding Elementary	Shasta	January 28	April 15-19	June 7	
Redlands	San Bernardino	January 28	April 15-19	June 7	
Redondo Beach	Los Angeles	January 28	April 15-19	June 14	
Redwood City Elementary	San Mateo	January 28	April 15-19	June 7	
Richland Elementary	Kern	January 28	April 19	May 31	
Richmond	Contra Costa	January 28	April 15-19	June 21	
Riverside	Riverside	January 28	March 25-29	June 14	
Riverside Junior College	Riverside	January 3	March 25-29	June 21	
Rosemead Elementary	Los Angeles	January 28	April 15-19	June 14	
Sacramento	Sacramento	January 28	April 15-19	June 14	
Salinas	Monterey	January 21	April 15-19	June 7	
Salinas High and Junior College	Monterey	January 21	April 15-19	June 7	
San Anselmo Elementary	Marin	February 11	April 15-19	June 14	
San Bernardino	San Bernardino	February 4	April 15-19	June 14	
San Bruno Elementary	San Mateo	January 7	April 15-19	May 31	
San Diego	San Diego	February 4	April 15-19	June 14	
San Dimas Elementary	Los Angeles	January 7	April 15-19	June 5	
San Francisco	San Francisco	January 28	April 15-19	June 14	
San Gabriel Elementary	Los Angeles	January 28	April 15-19	June 14	
Sanger Elementary	Fresno	January 28	April 19	June 7	
San Jacinto High	Riverside	February 4	April 15-19	June 7	
San Jose	Santa Clara	February 4	April 15-19	June 21	
San Jose (Willow Glen Elementary)	Santa Clara	February 4	April 15-19	June 14	
San Leandro Elementary	Alameda	January 28	April 15-19	June 21	
San Marino Elementary	Los Angeles	January 28	April 15-19	June 14	
San Mateo	San Mateo	January 7	April 15-19	May 31	
San Mateo Junior College	San Mateo	January 10	April 15-19	May 23	
San Pablo Elementary	Contra Costa	January 28	April 15-19	June 28	
San Rafael	Marin	February 11	April 15-19	June 7	
Santa Ana	Orange	February 4	April 15-19	June 14	
Santa Barbara	Santa Barbara	January 21	April 15-19	June 14	
Santa Clara	Santa Clara	January 28	April 15-19	June 14	
Santa Cruz	Santa Cruz	January 28	April 15-19	June 14	
Santa Maria Elementary	Santa Barbara	January 21	April 16-19	June 14	
Santa Monica	Los Angeles	February 4	April 15-19	June 21	
Santa Paula (Briggs-Oliveland's Elementary)	Ventura	February 4	April 15-19	May 31	
Santa Paula Elementary	Ventura	February 4	April 15-19	June 14	
Santa Paula High	Ventura	January 21	April 15-19	June 14	
Santa Rosa	Sonoma	February 4	April 15-19	June 14	
Selma Elementary	Fresno	February 4	April 16-19	June 5	

City or district	County	Spring Semester Calendar		
		Opening date	Spring vacation	Closing date
Simi Valley Elementary	Ventura		April 15-19	May 29
Sonoma High	Sonoma	February 4	April 18, 19	June 14
South Pasadena	Los Angeles	February 4		June 14
South San Francisco	San Mateo	January 7	April 15-19	May 24
Stockton	San Joaquin	February 4	April 15-19	June 21
Sunnyvale Elementary	Santa Clara	February 4	March 25-29	June 21
Taft Elementary	Kern	February 4	April 15-19	June 14
Temple City (South Santa Anita Elementary)	Los Angeles	February 11	April 15-19	June 22
Tulare	Tulare		March 8, 11	June 3
Turlock Elementary	Stanislaus	January 7	April 15-19	June 12
Tustin High	Orange	January 28	April 15-19	June 14
Tracy Elementary	San Joaquin		April 15-19	June 14
Upland Elementary	San Bernardino	January 28	April 15-19	May 31
Vallejo	Solano	January 21	April 15-19	June 14
Ventura	Ventura	January 21	April 15-19	June 7
Ventura (Avenue Elementary)	Ventura	January 21	April 15-19	June 7
Visalia	Tulare	January 28	April 18, 19	May 31
Vista Elementary	San Diego	February 4	April 15-19	May 31
Wasco Elementary	Kern		April 19	June 7
Watsonville	Santa Cruz	January 28	April 15-19	June 14
Whittier	Los Angeles	January 28	April 15-19	June 14
Whittier (East Whittier Elementary)	Los Angeles	January 28	April 15-19	June 14
Whittier (South Whittier Elementary)	Los Angeles	January 28	April 15-19	June 14
Whittier (West Whittier Elementary)	Los Angeles	January 28	April 15-19	June 14
Willowbrook Elementary	Los Angeles	February 11	March 25-29	June 14
Weed Elementary	Siskiyou	January 21		May 24
Westmorland Elementary	Imperial			June 7*
Westwood	Lassen	January 28	April 15-19	May 31
Wilmar (Gravey Elementary)	Los Angeles	February 4	April 15-19	June 14
Woodland	Yolo	January 28	April 15-19	June 7
Yreka Elementary	Siskiyou	January 7		June 7
Yreka (Siskiyou High)	Siskiyou	January 28		June 7

* Probable closing date.

EDUCATIONAL BROADCASTS

Education Today

The California State Department of Education will continue its Radio program, Education Today. This program is given over station KGO from 6:45 to 7:00 p.m. on Saturday evenings. The following broadcasts will be offered:

April 6—A Cappella Choir, Sacramento Junior College, Music Program, Irvine Shields, Director.

April 13—George C. Jensen, Principal of Sacramento High School, Proposed Reorganization of the Secondary School Program, Secondary Education that Meets the Needs of All.

April 20—George C. Jensen, Principal of Sacramento High School, Proposed Reorganization of the Secondary School Program, Needed Changes in Secondary Education.

April 27—Dr. William M. Proctor, Professor of Education, Stanford University, Meaning of Recent Economic Changes for Vocational Counseling.

May 4—Mrs. Harriet J. Eliel, President, Berkeley Board of Education. Making California School Buildings Safe.

May 11—Dr. W. W. Kemp, Dean of the School of Education, University of California; Dr. Edwin A. Lee, Superintendent of Schools, San Francisco; and Dr. Ivan R. Waterman, Chief, Division of Text-books and Publications, State Department of Education, the Role of the Federal Government in Education.

History Program

The California Association for Adult Education, in cooperation with the Division of Adult and Continuation Education of the State Department of Education, broadcasts, on Wednesday at 4:00 p.m. over stations KFI and KGO, and at 6:30 p.m. over station KECA, a dramatization of some important historical events, with its social and economic implications. These broadcasts could be effectively used by social science teachers in supplementing history courses. The continuity is carefully prepared by an expert writer and historian.

San Diego County Teachers' Association

The San Diego County Teachers' Association is in its second year of broadcasting over KFSD in San Diego. The purpose of the programs is to present to the public talks pertaining to the public schools and also to furnish school music by the children of various grades and from various schools located over the county.

Speakers are invited from various walks of life and from various sections of the county in an endeavor to build up the public consciousness of public school problems and make friends of our radio listeners. It also affords an outlet for the vocal and instrumental music departments of the various schools to present their students and prove to the public the actual value of this field of instruction.

The following is the complete program of the broadcasts for the remainder of this school year:

- April 11—Charles Rinehart, San Diego. Topic, Boy Scout Work. Music by Lakeside Elementary School.
- April 25—David H. Barnes, La Mesa. Topic, Dads' Clubs. Music by Cardiff Elementary School.
- May 9—Delavan Dickson, National City. Topic, Educational Work of Chambers of Commerce. Music by Cajon Valley Union Elementary School.
- May 23—Floyd W. Cocking, San Diego. Topic, Teachers' Association Activities.

CONFERENCE OF SCHOOL EXECUTIVES

The fifth annual conference of school executives to be held under the auspices of the University of California summer session and under the immediate direction of Dr. Frank W. Hart and Dr. L. H. Peterson, July 15-26, 1935, will provide an intensive two weeks' consideration of the immediate problems confronting superintendents, high school principals, and other educators.

The plan of the conference provides for a series of ten sessions from 9:00 a.m. to 12:00 noon, and ten sessions from 1:30 to 3:30 p.m. The morning sessions will be devoted to the problems of general administration and the afternoon sessions, to the problems of the high school

principal. The conference will not carry regular university credit, but a certificate of attendance will be issued to those who wish it. A registration fee of \$10 will be charged. Regularly enrolled students attending the summer session may register for the conference by paying a fee of \$5. Conference attendance will also carry the privilege of attending classes or lectures of the summer session.

Noted California and other educators will attend the conference; among them Elbert Duncan Thomas, United States senator from Utah and professor of political science, University of Utah.

For further information concerning the conference address Dr. F. W. Hart, University of California, Berkeley.

STANFORD UNIVERSITY CONFERENCE

The Stanford University School of Education announces a conference on educational administration for administrators, supervisors, guidance workers, teachers, and other educational specialists in city, county, and state school systems; elementary schools, junior and senior high schools, and junior colleges, and for school trustees, July 8-13, 1935. The entire conference group will give attention to certain basic problems fundamental to a consideration of administrative problems of all types.

For information concerning university credit, fees, registration, and housing arrangements, address Director of the Educational Administration Conference, School of Education, Stanford University.

CALIFORNIA-WESTERN SCHOOL MUSIC CONFERENCE

The California-Western School Music Conference will be held in Pasadena April 14-17, 1935, with headquarters at the Maryland Hotel. The theme of the conference, Recent Achievements in Music Education, promises an excellent program which will give those in attendance the privilege of hearing some of the most outstanding musical groups of this area. Concerts on Monday and Wednesday evenings are open to the public. Seats will be reserved for members.

For the first time, the California-Western School Music Conference is sponsoring solo auditions in voice, stringed instruments, and piano. Winners will appear on major conference programs.

For further information, communicate with Leslie Clausen, Los Angeles Junior College, Los Angeles.

CONSERVING THE SIGHT OF SCHOOL CHILDREN

Conserving the Sight of School Children, A Program for Public Schools, is the title of a report of the joint committee on Health Problems in Education of the National Education Association and the American Medical Association, published by the National Society for the Prevention of Blindness.

The report is available for 35 cents upon application to the National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C.; the American Medical Association, 535 North Dearborn Street, Chicago, Illinois, or the National Society for the Prevention of Blindness, 50 West Fiftieth Street, New York, N. Y.

NATIONAL SURVEY OF SECONDARY EDUCATION COMPLETED

The United States Department of the Interior, Office of Education announces the completion of its National Survey of Secondary Education. Begun five years ago, the national study of American high school education was conducted by a staff of eminent educators and interested laymen under the leadership of Dr. William John Cooper, then United States Commissioner of Education. The twenty-eight monographs which cover the results of the survey vary in size from approximately 50 to 475 pages. Their titles indicate the content and scope of the survey:

1. Summary. Leonard V. Koos and Staff.
2. The Horizontal Organization of Secondary Education—A comparison of Comprehensive and Specialized Schools. Grayson N. Kefauver, Victor H. Noll, and C. Elwood Drake.
3. Part-Time Secondary Schools. Grayson N. Kefauver, Victor H. Noll, and C. Elwood Drake.
4. The Secondary-School Population. Grayson N. Kefauver, Victor H. Noll, and C. Elwood Drake.
5. The Reorganization of Secondary Education. Francis T. Spaulding, O. I. Frederick, and Leonard V. Koos.
6. The Smaller Secondary Schools. Emery N. Ferriss, W. H. Gaumnitz, and P. Roy Brammell.
7. Secondary Education for Negroes. Ambrose Caliver.
8. District Organization and Secondary Education. Fred Engelhardt, William H. Zeigel, Jr., William M. Proctor, and Scovel S. Mayo.
9. Legal and Regulatory Provisions Affecting Secondary Education. Ward W. Keesecker and Franklin C. Sewell.
10. Articulation of High School and College. P. Roy Brammell.
11. Administration and Supervision. Fred Engelhardt, William H. Zeigel, Jr., and Roy O. Billett.
12. Selection and Appointment of Teachers. W. S. Deffenbaugh and William H. Zeigel, Jr.
13. Provisions for Individual Differences, Marking, and Promotion. Roy O. Billett.
14. Programs of Guidance. William C. Reavis.
15. Research in Secondary Schools. William H. Zeigel, Jr.
16. Interpreting the Secondary School to the Public. Belmont Farley.
17. The Secondary-School Library. B. Lamar Johnson.
18. Procedures in Curriculum Making. Edwin S. Lide, and B. Lamar Johnson.
19. The Program of Studies. A. K. Loomis, Edwin S. Lide, and B. Lamar Johnson.
20. Instruction in English. Dora V. Smith.

21. Instruction in Social Studies. William G. Kimmel.
22. Instruction in Science. Wilbur L. Beauchamp.
23. Instruction in Mathematics. Edwin S. Lide.
24. Instruction in Foreign Languages. Helen M. Eddy.
25. Instruction in Music and Art. Anne E. Pierce and Robert S. Hilpert.
26. Nonathletic Extracurriculum Activities. William C. Reavis and George E. Van Dyke.
27. Intramural and Interscholastic Athletics. P. Roy Brammell.
28. Health and Physical Education. P. Roy Brammell.

The summary monograph appears as Bulletin, 1932, No. 17, National Survey of Secondary Education, Monograph No. 1, and may be procured from the Superintendent of Documents, Washington, D. C., at 25 cents a copy.

NATIONAL SURVEY OF SCHOOL BUILDINGS NEEDED

A partial survey by the Office of Education, Department of the Interior has been completed showing the amount of money needed immediately for school building construction throughout the country.

The data collected by the Office of Education is independent of the national inventory of public works projects now being taken by PWA and the National Resources Board.

For more complete information about the survey communicate with the Office of Education, Department of the Interior, Washington, D. C.

FIELD COURSES IN FOREIGN EDUCATION

The International Institute of Teachers College, Columbia University announces a number of field courses in the study of foreign education to be offered during the summer of 1935. The courses are organized under the auspices of the International Institute and the education authorities in the countries concerned—England, Germany, Austria, France—to aid American teachers in the development of an understanding of the objectives and organization of foreign school systems. Students are afforded opportunity for intimate contact with the music, art, drama, industry, agriculture, commerce, and politics of the country visited.

For information concerning university credit, tuition, reservations, and accommodations write Dr. Thomas Alexander, International Institute, Teachers College, Columbia University, New York, N. Y.

INTERNATIONAL CONGRESS ON FAMILY EDUCATION

The fifth International Congress on Family Education, under the Patronage of the Belgian government, will be held at Brussels in connection with the World Exhibition during August of this year.

EDUCATION POLICY OF THE KIWANIS CLUB

A special committee of the Kiwanis Club on Directive Education for New Leisure urges the members of the club to serve themselves and others through the wide use of the educational opportunities of their community; through participation in social, economic, and civic activities; through the promotion of active, productive interest in a wide variety of individual and group activities; through a wholesome development of individual and group play and physical activities; and through the creation and promotion of wholesome and adequate leisure activities.

School officials and teachers may find opportunities for cooperation with the Kiwanis Club in the accomplishment of these worthy objectives.

AUDUBON ANNIVERSARY

This year the American Nature Association is marking the 150th anniversary of the birth of Audubon. April 26, the date of the birth of the great naturalist, might well be the occasion for nature study groups in the schools to learn something concerning the life of this interesting man.

Arthur Newton Pack, President of American Nature Association, 1214 Sixteenth Street, N. W., Washington, D. C., is eager to receive copies of outlines of plans for observing the birthday of Audubon.

PROFESSIONAL LITERATURE

REVIEWS

GEORGE D. STODDARD and BETH L. WELLMAN. *Child Psychology*. New York: The Macmillan Company, 1934. Pp. xii+415.

Sound theory and practice in education must rest on a foundation of accurate knowledge about the nature of the learner. Improvement in teaching methods and in curriculum construction depend to a large extent upon experimentation in educational psychology. Recent progress in education on the primary level may be attributed in no small measure to the utilization of the findings of research in child psychology. This new book on child psychology, therefore, should be of immediate interest to all persons who have a part in shaping programs of education and child guidance on the primary level.

The plan of the book is to present a psychology of the child based directly upon the outcomes of research. The materials are strictly free from speculation and theorizing. The authors have marshalled a vast array of research findings carefully selected on the basis of validity and organized in relation to each other to form a logical system of child psychology.

The materials are presented in eighteen chapters grouped into four parts as follows: Part One, Introduction to the Field, with two chapters; Part Two, Motor and Mental Development, with eight chapters; Part Three, Social Behavior, Play, and Artistic Ability, with three chapters; Part Four, Personality and Adjustment, with five chapters.

Chapter II on Methods of Research is an excellent summary of the various techniques used in collecting data and attacking problems in child psychology. The limitations, advantages, and particular applicability of each technique discussed are clearly presented. This chapter will be specially helpful to the reader who is not entirely familiar with research methodology in the field, but who nevertheless is interested in research findings and their possible application to child guidance. The importance of evaluating research findings in terms of methodology is emphasized in this chapter and the principle is followed throughout the treatment which follows.

Findings from 493 research investigations in child psychology or closely related fields constitute the material, which, skilfully organized and presented, composes the treatment of child psychology. Many of the studies are cited several times throughout the book in connection with different topics. One might anticipate that such a treatment would be disjointed and incoherent; the exact opposite is true of this book, however. The logical organization of topics stands out clearly.

The authors are particularly well qualified as a result of years of experience in one of the outstanding institutes of child research in the country to present this volume. It should serve well as an authentic reference to research in child psychology.

IVAN R. WATERMAN

JAMES L. MURSELL. *Human Values in Music Education*. New York: Silver, Burdett and Company, 1934. Pp. 388.

In this book, a professor of education undertakes the task of interpreting the values of music in terms of a social philosophy of education. He justifies his prefatory statement that "music can, when properly directed, exemplify what education should be at its very best" in discharging "the great and central mission of all education, which is to raise the level of human quality."

The thesis that music exists to serve human values will result in a *valid* musicianship characterized by an ability to feel and understand rather than mere virtuosity; a *broad* musicianship rather than narrow and intense specialization; a *cultured* musicianship because to understand music thoroughly one must be sensitive to the cultural phenomena which music helps to interpret; a musicianship of *service rather than display* which finds its realization in being an apostle of beauty in any community; and a *fructifying* musicianship which will result in creative expression rather than the secondary and derivative activities of the virtuoso.

Art depends far more on sincerity than on technique. In the school, music must be primarily a means of emotional expression to realize its high purpose. Beautiful songs should no more be debased to drill on notation and music reading than the words of a beautiful poem should serve the purposes of a lesson in parsing. Songs must be selected which are emotionally valid and alive. Both in vocal and instrumental music, the technical obstacles to emotional expression must be circumvented if children are to have satisfying individual experiences. The drive to secure technical competence has no place in the early music experiences of children and may positively interfere with the realization that music is the interpretation of life's emotional experiences in patterns of beautiful sounds.

The performances, listening to, or creation of music are social arts, in that music is an avenue of communication. As social conditions change music becomes increasingly valuable as a leisure activity, and as a means of offsetting the monotony endured by workers engaged in highly routine activities.

Music is an agency of growth and hence a means of education. A broad cultural background is essential to understand the experiences which music interprets. Music renders much of history meaningful. The experiences and temperament of a people are revealed by their music.

Music is a moral force. Morality has two aspects: an outer and an inner. Outwardly, moral behavior means a constructive adjustment to the individual's social relationships. On the inner side, morality means personal happiness because the individual has self-expression and self-realization.

Music is a moral force because it provides opportunity for creative social self-expression, makes possible the experience of achievement, requires adherence to honest educational standards. Music is a source of stability in life because "*the beautiful belongs in the ranks of eternal values.*"

The place of music in the curriculum is the most important single issue discussed by the author. Music deserves a prominent place in the curriculum, first, because it is an important element in our common culture; second, because human beings derive much pleasure from musical experiences; third, because music properly taught is a valuable agency for the development of personality; and fourth, changed social conditions place a new responsibility upon the school for preparing for the wise use of leisure and music provides a desirable leisure activity. The great business of music in the curriculum is to build up a widespread amateurism.

The most important elements in the general curriculum are the fundamental masteries such as reading, oral and written expression, and arithmetic; next comes the social sciences and, third, would come music because of the contribution it makes to functional human values.

In short, music education should be organized for human values. The author regards the aim of music education as "the evocation of musical ability." He shows that the evocation of music ability depends on "the raising of a person's cultural level and on the development of his personal values and spiritual sympathies."

HELEN HEFFERNAN

CURRENT PUBLICATIONS RECEIVED

- CAMPBELL, OSCAR JAMES. *The Teaching of College English*. English Monograph No. 3. National Council of Teachers of English. New York: D. Appleton-Century Co., 1934.
- CARR, MARGARET J. S. *Accredited Secondary Schools in the United States*. United States Department of the Interior, Office of Education Bulletin 1934, No. 17. Washington: United States Government Printing Office, 1934.
- EBY, FREDERICK, and ARROWOOD, CHARLES FLINN. *The Development of Modern Education*. New York: Prentice-Hall, Inc., 1934.
- Good References on the Curriculum and Social Change*. Bibliography No. 29, Compiled by Katherine M. Cook and Florence E. Reynolds. United States Department of the Interior, Office of Education. Washington: United States Government Printing Office, 1935.
- GRAY, WILLIAM SCOTT. *General Education: Its Nature, Scope, and Essential Elements*. Proceedings of the Institute for Administration Officers of Higher Education. Chicago: University of Chicago Press, 1934.
- KALLER, HORACE MEYER. *Education versus Indoctrination in the Schools*. Public Policy Pamphlet No. 13. Chicago: University of Chicago Press, 1934.
- KELLEY, TRUMAN LEE, and KREY, A. C. *Tests and Measurements in the Social Sciences*. Report of the Commission on the Social Studies, Part IV. New York: Charles Scribner's Sons, 1934.
- KELLY, FRED J., and RATCLIFFE, ELLA B. *Privately Controlled Higher Education in the United States*. United States Department of the Interior, Office of Education Bulletin, 1934, No. 12. Washington: United States Government Printing Office, 1934.
- LOWELL, ABBOTT LAWRENCE. *At War With Academic Traditions in America*. Cambridge, Massachusetts: Harvard University Press, 1934.
- Present and Impending Applications to Education of Radio and Allied Arts*. National Advisory Council on Radio in Education. Chicago: University of Chicago Press, 1934.
- NEWLON, JESSE HOMER. *Educational Administration as Social Policy*. Report of the Commission on the Social Studies, Part VIII. New York: Charles Scribner's Sons, 1934.
- P'HELAN, ANETTE M. *A Study of School Health Standards*. New York: American Public Health Association, 1934.
- PROFFITT, MARIS M. *High School Clubs*. United States Department of the Interior, Office of Education Bulletin, 1934, No. 18. Washington: United States Government Printing Office, 1934.
- SCHMIEDELER, EDGAR, and McDONOUGH, M. ROSA. *Parent and Child: An Introductory Study of Parent Education*. New York: D. Appleton-Century Company, 1934.
- SLAWSON, SAMUEL RICHARD, and SPEER, ROBERT K. *Science in the New Education as Applied to the Elementary School*. New York: Prentice-Hall, Inc., 1934.
- STONE, CLARENCE R. *Joyful Adventures*. A Basic Fourth Reader. St. Louis, Missouri: Webster Publishing Company, 1935.
- UNZICKER, CECILIA ELIZABETH. *An Experimental Study of the Effect of the Use of the Typewriter on Beginning Reading*. Contributions to Education No. 610. New York: Bureau of Publications, Teachers College, Columbia University, 1934.
- What to Tell the Public About Health*. New York: The American Public Health Association, 1933.

DIRECTORY OF THE CALIFORNIA STATE DEPARTMENT OF EDUCATION

STATE BOARD OF EDUCATION

	Term expires
Dr. Lewis P. Crutcher, Long Beach (President).....	1936
Allen T. Archer, 215 West Sixth street, Los Angeles.....	1935
Armistead B. Carter, Bank of America Building, San Diego.....	1938
J. Harold Decker, 802 Fidelity Building, Los Angeles.....	1937
Miss Alice H. Dougherty, 4508 Pleasant Valley court, Oakland.....	1936
J. R. Gabbert, 3771 Eighth street, Riverside.....	1936
R. E. Golway, Sacramento.....	1935
Daniel C. Murphy, 90 Justin drive, San Francisco.....	1938
Mrs. Florence C. Porter, Bakersfield.....	1937
Miss Alice Rose Power, 233 Claremont, San Francisco.....	1935

Vierling Kersey, Secretary and Executive Officer

Mrs. Florence B. Argall, Assistant Secretary

STAFF

(Unless otherwise indicated all staff members may be reached at Sacramento)

Vierling Kersey, Superintendent of Public Instruction, Director of Education
 Pauline Winner (Mrs.), Administrative Assistant
 Alfred E. Lentz, Administrative Adviser
 J. A. Burkman, State Teachers College Adviser
 Marion H. Ketcham, Assistant Secretary and Principal Clerk, Public School
 Teachers' Retirement Salary Fund Board
 Henry M. Lynn, Departmental Accountant
 Sam H. Cohn, Deputy Superintendent of Public Instruction
 Walter E. Morgan, Assistant Superintendent of Public Instruction and Chief of
 Division of Research and Statistics
 C. F. Muncy, Assistant Chief
 Irene Taylor Heineman (Mrs.), Assistant Superintendent of Public Instruction, 311
 California State Building, Los Angeles
 Ivan R. Waterman, Chief of Division of Textbooks and Publications
 W. S. Dyas, Chief of Bureau of State Printed Textbooks
 Evelyn A. Clement (Mrs.), Chief of Division of Teacher Training and Certification
 J. C. Beswick, Assistant Executive Officer, Commission for Vocational Education and
 Chief of Bureau of Trade and Industrial Education
 Julian A. McPhee, Chief of Bureau of Agricultural Education,
 California Polytechnic School, San Luis Obispo
 Ira W. Kibby, Chief of Bureau of Business Education
 Maude I. Murchie, Chief of Bureau of Homemaking Education
 H. D. Hicker, Chief of Bureau of Vocational Rehabilitation
 J. M. Dodd, District Supervisor of Vocational Rehabilitation, 303 State Build-
 ing, San Francisco
 W. E. Smith, District Supervisor of Vocational Rehabilitation, 107 California
 State Building, Los Angeles
 George C. Mann, Chief of Division of Adult and Continuation Education, 311 Cali-
 fornia State Building, Los Angeles
 Gertrude Laws, Bureau of Parent Education, 311 California State Building,
 Los Angeles
 Helen Heffernan, Chief of Division of Elementary Education and Rural Schools
 Gladys L. Potter (Mrs.), Assistant Chief
 W. H. Orion, Chief of Division of Physical Health and Education
 Winifred Van Hagen, Chief of Bureau of Physical Education for Girls
 Mabel R. Gillis, State Librarian, Chief of Division of Libraries
 Eleanor Hitt, Assistant Librarian
 Chas. Bursch, Chief of Division of Schoolhouse Planning
 C. M. Hirst, Assistant Chief
 Walter R. Hepner, Chief of Division of Secondary Education
 _____, Chief of Division of Special Education
 R. S. French, Chief of Bureau for the Education of the Blind, Principal, California
 School for the Blind, Berkeley
 Elwood A. Stevenson, Chief of Bureau for the Education of the Deaf, Principal,
 California School for the Deaf, Berkeley
 Lillian B. Hill (Mrs.), Chief of Bureau of Mental Hygiene
 Mabel F. Gifford (Mrs.), Chief of Bureau of Correction of Speech Defects, 317
 State Building, San Francisco